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ABSTRACT

The Multicultural Education Quick Assessment Test (QAT), an abbreviated instrument for administrators, staff, parents, community members, and/or students who want to determine how their district is doing in multicultural education, is presented in this paper. An introduction discusses the importance of multicultural education. Instructions are then given for completing QAT, which evaluates multicultural education in ten areas: school policy, local school district administration, local staff, programs, staff training, materials, curriculum, extracurricular activities, parent/community/school relationship, and the academic achievement of ethnic minority students. A rating scale is provided. (GC)

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The Multicultural Education QAT
Quick Assessment Tool

The MEQAT/QAT (or QAT) is an abbreviated instrument for administrators, staff, parents, community members and/or students who want to take a "snapshot" of how their district is doing in multicultural education. The QAT reflects and records an individual's perception of a school district's efforts in two programmatic areas related to multicultural education.

Please use the QAT scoring sheet on the back.

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INTRODUCTION

Multicultural education is becoming a more important part of Washington State's education system. Because of the increasing numbers of ethnic minority students, their corresponding growth in increasing enrollment in more districts, and the heightened interest by the majority community in their own heritages, many districts are being required to respond to meeting multicultural education needs in and beyond the classroom.

It is important to realize that multicultural education is more than just including culture and cultural materials in the classroom. Multicultural education includes a wide range of activities. Before identifying the components which multicultural education embraces, some definitions of multicultural education are reviewed.

The National Council for Accreditation of Teacher Education (NCATE, 1977) defined multicultural education as:

> ". . . preparation for the social, political and economic realities that individuals experience in culturally diverse and complex human encounters. . . Multicultural education could include but not be limited to experiences which a) promote analytical and evaluative abilities to confront issues such as participating democracy, racism and sexism, and the purity of power; b) develop skills for values clarification including the study of the manifest and latent transmission of values; c) examine the dynamics of diverse cultures and the implications for developing teaching strategies; and d) examine linguistic variations and diverse learning styles as a basis for the development of appropriate teaching strategies."

In Multicultural Education Through Competency-Based Teacher Education (Hunter, 1977), it is defined as:

> . . . education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural diversity as a valuable resource that should be preserved and extended. It affirms that major education institutions should strive to preserve and enhance cultural pluralism."

The Washington State Board of Education, in 1981, adopted a policy of multicultural education which, in part, reads:

> Multicultural education is an interdisciplinary process rather than a single program or a series of activities. The concepts embraced by cultural pluralism, ethnic and intercultural studies and inter-group relations are included in this process.

In order to operationalize these definitions articulate, it is essential that the district's entire educational system reflects a commitment toward becoming multicultural. Thusly, in determining the district's effort in multicultural education, ten program areas must be assessed. These are:

- o policy-making
- o administration
- o staffing
- o programs
- o staff training
- o materials
- o curriculum
- o extracurricular materials
- o parent/community liaison
- o academic achievement

How to Complete the Multicultural Education Quick Assessment Test (**MCE/QAT**)

The **MCE/QAT** is an abbreviated instrument for administrators, staff, parents, community members and/or students who want to take a "snapshot" of how their district is doing in multicultural education. The **QAT** reflects and records an individual's perception of what the district is doing in multicultural education.

The **QAT** lists the ten areas of a school district's operations or program areas (listed above) relevant to the multicultural education and asks you to assess how the district is doing in each of those areas based on a zero to four point rating scale. Each point on the scale is delineated with a short description. You are to choose that rating which you feel best describes your district from your individual perspective.

Attached to the area assessment is a **MCE/QAT** scoring sheet. Circle the number for each area, add up all the points and convert the score to a grading level, as noted on the **QAT** scoring sheet.

Completing the **QAT** will provide an overall picture of how your school district is faring in the implementation of multicultural education. Hopefully, it also moves you away from the notion that multicultural education is simply introducing children to cultural content in the classroom.

For a more comprehensive assessment of how the school district is doing in multicultural education, districts are encouraged to use:

Evaluating the School for Multicultural Education
A Handbook (Olympia: SPI, 1982)

This book includes more extensive needs assessment instruments for administrators, community members, staff and students and other information on how to interpret the data for designing and implementing an effective multicultural education program.

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The Multicultural Education **QAT**

Evaluation Areas and Rating Scales

Instructions: For each of the following multicultural education areas, rate your school district by selecting the description which best fits where your school district is at. Circle the appropriate rating scale on the Multicultural Education **QAT** Scoring Sheet.

I. SCHOOL POLICY ON MULTICULTURAL EDUCATION

0 There is no district policy on multicultural education.

1 A multicultural education policy has been proposed but has been given only token response by the school board.

2 A multicultural education policy has been discussed but no formal action has been taken by the school board.

3 The school board has adopted a multicultural education policy but it is only on paper and only nominal action is taking place.

4 The school board has adopted a multicultural education policy and the district is implementing this policy.

II. LOCAL SCHOOL DISTRICT ADMINISTRATION AND MULTICULTURAL EDUCATION

0 The administration is ignoring multicultural education.

1 There is occasional mention of multicultural education by some administrators but little is being done.

2 The administration is taking action on multicultural education but does this with mixed feelings.

3 Multicultural education is taking place throughout the district with administration approval but it offers only minimal support.

4 The district administration advocates multicultural education and is implementing it actively.

III. LOCAL SCHOOL DISTRICT STAFF AND MULTICULTURAL EDUCATION

0 Staff are neither aware nor active in implementing multicultural education.

1 Some staff awareness and some staff activity in multicultural education is present but this support is sporadic and barely visible.

2 Staff is being trained and multicultural education is increasing.

3 Ethnic representation by staff is lacking but the staff is implementing multicultural education, or

There is adequate ethnic representation on staff but there needs to be increased commitment and activity in multicultural education.

4 The staff is ethnically represented at all employment levels and is implementing multicultural education actively.

IV. MULTICULTURAL EDUCATION PROGRAMS*

0 There are no multicultural education programs in the district.

1 The district has considered the development and implementation of multicultural education but action is still lacking.

2 There are a small number of multicultural education programs in the district but they fall short of meeting the multicultural education needs in the district.

3 There are a number of multicultural education programs in the district but there are some multicultural education needs in the district which need further attention.

4 A variety of multicultural education programs are being implemented successfully and coordinated to meet the variety of multicultural education needs in the district.

(*A list of these programs should be listed on the back of the scoring sheet.)

V. STAFF TRAINING FOR MULTICULTURAL EDUCATION

0 There is no staff development program involving multicultural education.

1 If staff members participate in multicultural education training, it is done at their own initiative, on their own time and money, and, at most, on a once-a-year basis.

2 The district offers multicultural education inservice training on an occasional basis.

3 A number of multicultural education training programs are implemented but this is due to staff effort rather than as a result of district policy and action.

4 A systematic and district-wide staff training effort in multicultural education is being conducted to ensure that student multicultural education needs are being met.

VI. MULTICULTURAL EDUCATION MATERIALS

0 There are no multicultural education materials in the school system and no district policy for review of materials for sex free bias.

1 There are a few multicultural education materials, but they are used infrequently and/or there has been some activity in reviewing textbooks for race and sex bias.

2 There are multicultural education materials in the district but use is not as good as it could be and/or there is some but not much serious activity in the area of reviewing textbooks for sex and race bias.

3 The district has already taken and is taking steps in purchasing and using multicultural education materials and in reviewing textbooks for race and sex bias but has a "way to go" in either or both areas.

4 District staff is actively identifying, purchasing and using multicultural education materials and there is an on-going program for reviewing textbooks for race and sex bias.

VII. MULTICULTURAL EDUCATION IN THE CURRICULUM

0 There is no evidence of multicultural education in the existing curriculum.

1 Multicultural education is relatively non-existent in the curriculum but there is slight evidence of change in a positive direction.

2 Multicultural education is becoming increasingly more visible in the district's curriculum but much more effort is required.

3 Multicultural education is visible in most curriculum areas but there are some areas in which it is lacking and improvement needs to be made.

4 Multicultural education permeates the entire curriculum adequately and fairly.

VIII. MULTICULTURAL EDUCATION AND EXTRACURRICULAR ACTIVITIES

0 There is a total lack of multicultural education and/or ethnic participation in the district's extracurricular activity areas.

1 The district is aware of multicultural education deficiencies and/or lack of ethnic participation in their extracurricular programs but the district has not really acted upon the concerns.

2 Even though the district has a long way to go, it is taking steps to ensure multicultural education and ethnic minority student participation in its extracurricular programs.

3 Multicultural education and/or ethnic participation in the district's extracurricular programs are commendable but there are deficiencies which need to be remedied.

4 Multicultural education is obviously an integral part of the district's extracurricular programs and minority student participation is adequately and fairly represented.

IX. PARENT/COMMUNITY-SCHOOL LIAISON

0 There is infrequent parent/community-school communication or interaction in this district.

1 Interaction between school administration and parent/community groups occurs only when a crisis has to be resolved.

2 There is some interaction between school administration and parent/community groups but it occurs with administration resistance or reluctance.

3 The level of interaction between school administration and parent/community groups is good but improvements need to be made.

4 Administrators, at both the central office and building levels, are open to parent/community input into their decision-making and there is generally a positive working relationship taking place.

X. ETHNIC MINORITY STUDENTS AND ACADEMIC ACHIEVEMENT

0 Almost all or all of the ethnic minority students are found in the low end of the academic achievement measures for the district and nothing is being done to remedy the situation.

1 A large number of the ethnic minority students are found at the lower ends of the academic achievement measures and the district has only recently begun to address the issue.

2 Although there are a few ethnic minority students who are in the top ten academically in the district, most can be found in the average and lower areas.

3 Within the last few years there has been steady movement toward achieving minority student representation in all academic achievement levels but deficiencies still exist.

4 Ethnic minority students are found in representative number in all academic achievement levels in the district.

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The Multicultural Education QAT

Name _____ Date _____

District being assessed _____

Instructions:
1. Circle the rating scale which reflects your perception for each of the assessment areas.
2. Write the rating scale number in the score column.
3. Add up the scores entered in for each assessment area and enter the sum into the "total" box.
4. To convert the district's total score into the district's multicultural education grade use the conversion table at bottom of page.

* for "don't know" circle a zero MCE = multicultural education

Assessment Areas	Rating Scales					Score
1. School Policy and MCE	0	1	2	3	4	
2. District Administration and MCE	0	1	2	3	4	
3. School Staff and MCE	0	1	2	3	4	
4. MCE Programs	0	1	2	3	4	
5. Staff Training for MCE	0	1	2	3	4	
6. MCE Materials	0	1	2	3	4	
7. MCE in the Curriculum	0	1	2	3	4	
8. MCE and Extracurricular Activities	0	1	2	3	4	
9. Parent/Community Liaison	0	1	2	3	4	
10. Ethnic Minority Students and Academic Achievement	0	1	2	3	4	
			TOTAL SCORE			

District Grading Conversion Table

Scoring Results	MCE Grade
38 - 40	A
35 - 37	B+
32 - 34	B
29 - 31	B-
26 - 28	C+
23 - 25	C
20 - 22	C-
17 - 19	D
16 or below	E

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